

McLees Elementary

4900 Dobbins Bridge Rd.
Anderson, South Carolina 29626

Grades	PK-5 Elementary School	
Enrollment	601 Students	
Principal	Janet Mills	864-716-3600
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	39	47	4	0

IMPROVEMENT RATING

AVERAGE

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	N/A	N/A	N/A
2003	N/A	N/A	N/A
2004	Good	Below Average	Yes
2005	Good	Average	Yes

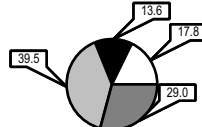
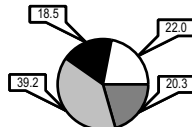
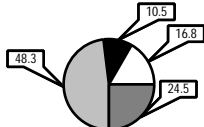
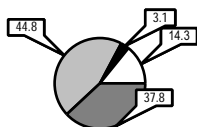
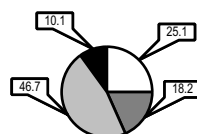
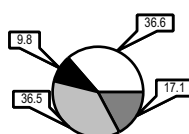
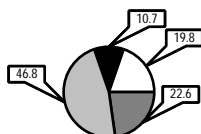
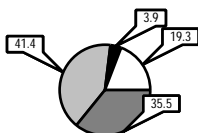
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	316	99.4	13.7	45.1	38.0	3.2	48.6	Yes	Yes
Gender									
Male	170	98.8	19.2	43.7	35.8	1.3	40.4		
Female	146	100.0	7.5	46.6	40.6	5.3	57.9		
Racial/Ethnic Group									
White	202	99.0	9.8	45.9	40.4	3.8	51.4	Yes	Yes
African American	102	100.0	19.1	44.7	34.0	2.1	44.7	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	226	99.6	7.9	46.5	41.6	4.0	57.9		
Disabled	90	98.9	28.0	41.5	29.3	1.2	25.6	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	316	99.4	13.7	45.1	38.0	3.2	48.6		
English Proficiency									
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	306	99.4	12.9	45.3	38.8	2.9	49.3		
Socio-Economic Status									
Subsidized meals	178	100.0	19.7	44.6	33.8	1.9	40.8	Yes	Yes
Full-pay meals	138	98.6	6.3	45.7	43.3	4.7	58.3		

Mathematics – State Performance Objective = 36.7%									
All Students	316	100.0	16.8	48.3	24.5	10.5	54.2	Yes	Yes
Gender									
Male	170	100.0	17.6	51.6	22.9	7.8	47.1		
Female	146	100.0	15.8	44.4	26.3	13.5	62.4		
Racial/Ethnic Group									
White	202	100.0	13.0	46.5	27.6	13.0	61.6	Yes	Yes
African American	102	100.0	22.3	54.3	18.1	5.3	40.4	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	226	100.0	10.3	48.3	28.1	13.3	65.0		
Disabled	90	100.0	32.5	48.2	15.7	3.6	27.7	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	316	100.0	16.8	48.3	24.5	10.5	54.2		
English Proficiency									
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	306	100.0	16.1	48.9	24.3	10.7	54.6		
Socio-Economic Status									
Subsidized meals	178	100.0	23.6	45.9	21.7	8.9	45.2	Yes	Yes
Full-pay meals	138	100.0	8.5	51.2	27.9	12.4	65.1		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	316	100.0	22.0	39.2	20.3	18.5	38.8
Gender							
Male	170	100.0	22.2	41.2	21.6	15.0	36.6
Female	146	100.0	21.8	36.8	18.8	22.6	41.4
Racial/Ethnic Group							
White	202	100.0	13.5	40.5	24.9	21.1	45.9
African American	102	100.0	36.2	39.4	11.7	12.8	24.5
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	226	100.0	12.3	39.9	25.1	22.7	47.8
Disabled	90	100.0	45.8	37.3	8.4	8.4	16.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	316	100.0	22.0	39.2	20.3	18.5	38.8
English Proficiency							
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	306	100.0	21.1	40.0	20.0	18.9	38.9
Socio-Economic Status							
Subsidized meals	178	100.0	33.1	35.7	15.9	15.3	31.2
Full-pay meals	138	100.0	8.5	43.4	25.6	22.5	48.1

Social Studies							
All Students	316	100.0	17.8	39.5	29.0	13.6	42.7
Gender							
Male	170	100.0	16.3	39.2	30.7	13.7	44.4
Female	146	100.0	19.5	39.8	27.1	13.5	40.6
Racial/Ethnic Group							
White	202	100.0	10.3	42.2	30.3	17.3	47.6
African American	102	100.0	29.8	37.2	26.6	6.4	33.0
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	226	100.0	12.3	36.5	34.0	17.2	51.2
Disabled	90	100.0	31.3	47.0	16.9	4.8	21.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	316	100.0	17.8	39.5	29.0	13.6	42.7
English Proficiency							
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	306	100.0	16.8	40.4	29.3	13.6	42.9
Socio-Economic Status							
Subsidized meals	178	100.0	26.8	38.9	23.6	10.8	34.4
Full-pay meals	138	100.0	7.0	40.3	35.7	17.1	52.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	94	100.0	16.7	32.2	43.3	7.8	51.1
	4	93	100.0	14.6	51.7	32.6	1.1	33.7
	5	123	100.0	18.6	55.9	24.6	0.8	25.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	119	99.2	8.6	30.5	53.3	7.6	61.0
	4	98	99.0	12.2	51.1	35.6	1.1	36.7
	5	99	100.0	20.5	56.8	22.7	0.0	22.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	94	100.0	17.8	47.8	26.7	7.8	34.4
	4	93	100.0	14.6	57.3	12.4	15.7	28.1
	5	123	100.0	16.9	56.8	20.3	5.9	26.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	119	100.0	11.3	50.9	26.4	11.3	37.7
	4	98	100.0	18.7	49.5	25.3	6.6	31.9
	5	99	100.0	20.5	44.3	21.6	13.6	35.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	119	100.0	17.9	42.5	23.6	16.0	39.6
	4	98	100.0	23.1	37.4	26.4	13.2	39.6
	5	99	100.0	25.0	37.5	10.2	27.3	37.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	119	100.0	6.6	42.5	33.0	17.9	50.9
	4	98	100.0	15.4	38.5	35.2	11.0	46.2
	5	99	100.0	33.0	37.5	18.2	11.4	29.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 601)				
First graders who attended full-day kindergarten	98.9%	Up from 0.0%	100.0%	100.0%
Retention rate	3.9%	Up from 3.5%	3.3%	3.0%
Attendance rate	96.5%	Up from 96.4%	96.3%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	21.3%	Down from 22.6%	4.6%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	18.7%	Down from 20.3%	3.6%	3.2%
Eligible for gifted and talented	11.2%	Up from 10.9%	12.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	18.2%	Down from 18.6%	9.2%	8.2%
Older than usual for grade	2.2%	Up from 1.2%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 42)				
Teachers with advanced degrees	47.6%	Up from 47.4%	52.9%	52.6%
Continuing contract teachers	76.2%	Down from 89.5%	86.7%	83.3%
Highly qualified teachers	92.3%	Down from 94.3%	92.9%	93.5%
Teachers with emergency or provisional certificates	2.8%	Down from 2.9%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	87.7%	87.0%
Teacher attendance rate	95.1%	Up from 93.8%	95.0%	95.0%
Average teacher salary	\$40,113	Up 1.6%	\$41,483	\$41,703
Prof. development days/teacher	11.5 days	Down from 13.0 days	12.8 days	12.8 days
School				
Principal's years at school	1.0	No change	4.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Down from 21.9 to 1	18.8 to 1	18.8 to 1
Prime instructional time	90.9%	Up from 89.7%	89.6%	89.8%
Dollars spent per pupil*	\$6,186	N/A	\$6,134	\$6,242
Percent of expenditures for teacher salaries*	56.9%	N/A	64.7%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.8%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Average	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.4%		89.4%	
Highly qualified teachers in high poverty schools	95.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

McLees Elementary School opened its door as an elementary school in August 2003 as we began to "Build the Future One Child at a Time." This year we continued to "Grow in a Learning Environment" as we offered a quality educational program to our students. McLees had an average enrollment of 600 students. We had 83 staff and faculty members. The faculty, staff, and administration of McLees Elementary School were dedicated to providing a quality educational experience for our students in a safe, clean, nurturing environment. We eagerly accepted the challenge of assisting each child in becoming a successful student and well-rounded individual.

McLees Elementary met 100 percent of its objectives under the federal No Child Left Behind Adequate Yearly Progress requirements in 2003-2004. We received a report card rating of Good in 2004. We received an Honorable Mention Award from the South Carolina Governor's Council on Physical Fitness in April, 2005. We are also a Red Carpet and a Schools of Promise School. Some of the specialized programs offered at McLees Elementary are Reading Recovery, computer-assisted instruction, Accelerated Reader, science assisted instruction, and balanced literacy. Support services include a school based mentoring program, mental health counseling, a comprehensive guidance program, an instructional specialist, a science specialist, a part time school psychologist, and a full-time nurse. Our staff development programs provide teacher training in balanced literacy, Morning Meeting process, Rigor and Relevance, instructional software, and Science kits. This training equips teachers to accurately identify students' instructional needs, appropriately prescribe meaningful instructional activities, accurately assess student mastery and progress, and provide meaningful feedback to students and parents. Academic Assistance Plans are developed for students who experience difficulty in mastering grade level standards.

We are very excited about the future of our children at McLees. We invite all stakeholders to join us in improving the quality of our overall educational program. Your presence, participation and input are welcomed and appreciated.

Principal-Mrs. Janet Mill
SIC Chair-Mrs. Michael Landreth

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	43	85	67
Percent satisfied with learning environment	97.6%	71.8%	80.3%
Percent satisfied with social and physical environment	100.0%	72.9%	89.2%
Percent satisfied with school-home relations	95.2%	77.6%	69.2%

*Only students at the highest elementary school grade level at this school and their parents were included.